Proposal for the State of California Awards for Innovation in Higher Education Coverpage

Contact Information for Application Coordinator

Name and Title: Ann Marie Allen, Senior Director Name of Organization: Growing Inland Achievement

~Incubating with the Inland Empire Economic Partnership

Email Address: aallen@ieep.com Phone Number: (909) 354-6097

Mailing Address: 10630 Town Center Dr., Suite 118, Rancho Cucamonga, CA 91730

List of Participating Organizations

Governing Board Member Institutions

Chaffey College (representing Community Colleges in San Bernardino County)

Riverside Community College District (representing Community Colleges in Riverside County)

San Bernardino County Superintendent of Schools (on behalf of all School Districts in San Bernardino County)

Riverside County Office of Education (on behalf of all School Districts in Riverside County)

California State University, San Bernardino

University of California, Riverside Inland Empire Economic Partnership Coachella Valley Economic Partnership

Additional Partners

Inland Empire/Desert Regional Consortium

Alianment SB

Loma Linda University Health Systems

College Futures Foundation

James Irvine Foundation

San Bernardino County Economic Development Agency

Riverside County Economic Development Department

Convergence

California Polytechnic University, Pomona

Cities of Chino, Chino Hills, Fontana, Montclair, Ontario, Rancho Cucamonga, and Upland

Abstract

Across San Bernardino and Riverside Counties, our educational leaders have formed a bi-county K-20 collaborative with the specific programmatic, policy, and institutional goals of systematically addressing college readiness and ultimately increasing degree attainment in our region, particularly among underrepresented groups. Growing Inland Achievement is the organizational structure created as the cradle-to-career collective impact model to align the regional work to address the unique needs of the student populations each institution serves. By expanding the Innovation in Higher Education Award granted to CSU San Bernardino and UC Riverside through the community colleges, Chaffey College will pilot this systemic innovation called Panther Promise to promote and improve education for all students, significantly benefiting the local economy through preparation of a well-trained workforce. The goals below are integral to the mission of each institution, and drive our programmatic innovations.

- Align educational policy and initiatives regionally via a bi-county cradle-to-career collective impact model.
- Increase college preparedness, particularly in math, resulting in a 20% reduction in number of students requiring remediation at matriculation from high school to college within 5 years.
- Increase certificates, associates and baccalaureate degree that lead to local job attainment by 15% across the two counties within 5 years.
- Increase the number of students completing the associate and baccalaureate degree within 6 years by 10% across the two counties within 5 years.
- Improve career preparedness through strengthened partnership with industry to better align education with workforce development needs.

Contact Information for Representative of Fiscal Agent

Name and Title: Lisa C. Nashua, MSLM, Executive Director, Chaffey College Foundation

Name of CA Community College: Chaffey Community College District

Email Address: lisa.nashua@chaffey.edu

Phone Number: 909-652-6542

Mailing Address: 5885 Haven Avenue, Rancho Cucamonga, CA 91737

Assurance and Signature

"I assure that I have read and support this application for an award. I understand that, if this application is chosen for an award, Chaffey Community College District will serve as the fiscal agent for the award and that the responsibility of the fiscal agent includes distribution of funds to any other participants in the application pursuant to any agreement between the participants. I also understand that, if this application is chosen for an award, the Committee on Awards for Innovation in Higher Education may request submittal of reports or other information."

Henry D. Shannon, Ph.D., Superintendent/President

Chaffey College

2/3/17

Date

1. From the perspective of students, what is the problem you are trying to solve? (One page) The economic well being of our nation, state and region requires a well-educated citizenry. Projections by the Center on Education and the Workforce indicate that by 2020, 65 percent of all jobs will require a postsecondary credential and training beyond high school (Carnevale, Smith, & Strohl, 2013). In the racially and socioeconomically diverse Inland Empire comprised of San Bernardino and Riverside Counties, the scale and urgency of this educational challenge is more acute given that our region has significantly lower higher education attainment rates and lesser levels of academic preparation among its high school graduates compared to the rest of the state. Looking at the educational attainment rates for the Inland Empire, only 15% complete a bachelor degree – if you were to take a snapshot of 1,000 ninth graders from the 55,000 student cohort for 2014-15, only 38 will complete an associate's degree and 151 will complete a bachelor's degree in the Inland Empire compared to the state average of 62 students completing an associate's and 221 completing a bachelor's (College Futures Foundation, 2016).

As a microcosm of the region, students entering Chaffey College experience a number of unique economic, social, and academic challenges. Cumulatively, these challenges impact service area college-going and completion rates. Employing a methodology developed by the California Community College Chancellor's Office, 72.4% of students actively enrolled at Chaffey College in the 2014-15 academic year were identified as economically disadvantaged, making the college pathway an unaffordable and unrealized dream. Approximately 44.9% of Chaffey College students are first-generation students. Among Hispanic students, first generation status is even higher -55.4% of Hispanic students enrolled at Chaffey College are first generation students. Many students entering Chaffey College are also academically underprepared. In the 2015-16 academic year only 6.1% and 33.0% of students who participated in the college's assessment testing process placed into transfer-level Mathematics and English courses, respectively.

By taking a student-centered and community-centered approach to data, it is clear that there are multiple needs that impact the educational success of students, but three rise to the top. The first is increasing the college going rates and self-efficacy of students in the college's district. According to the National Center for Educational Statistics, immediate college enrollment rates for 2014 high school completers was 68%; however, examining local high school graduates, only 18.1% elected to attend Chaffey College in the fall semester immediately following high school graduation. Since 44.9% represent first-generation college going students, informing them about college possibilities early increases their likelihood of planning for college attendance, either for transfer or career technical education. Second, because data shows that students who complete college with a certificate, associates or bachelors degree have significant increases in lifetime wage earnings over those who only graduate from high school. US Census data indicates that only 23.7% of adults in the target area have earned a bachelor's degree or higher. By increasing the college going and completion rates, this will assist the community in energizing the workforce and potentially reducing the poverty level. Another need is the increasing cost of higher education attendance and attainment. Given that the 2016 national average graduate left college with \$37,172 in loan debt and that a larger percentage of Chaffey's student population face financial hardships (34.0% of the student population was identified as economically disadvantaged in 2005-06, a percentage that rose to 72.4% by 2014-15, an 112.9% increase over the past ten years), the ability to afford college becomes increasingly tenuous for more and more students. By shortening the students' time to completion and streamlining their matriculation process, it minimizes the cost of their education.

2. What is the innovation? (Two pages)

"Collective impact involves key community leaders abandoning their individual agendas in favor of a collective approach to improving student achievement." "The power of collective action comes not from the sheer number of participants or the uniformity of their efforts, but from the coordination of their differentiated activities through a mutually reinforcing plan of action." "The multiple causes of social problems, and the components of their solutions, are interdependent. They cannot be addressed by uncoordinated actions among isolated organizations." (Kania & Kramer, 2011; http://www.ssireview.org/articles/entry/collective_impact)

Across San Bernardino and Riverside Counties, our educational leaders have come together to create an innovative collective impact initiative to align the work we have been doing to address the unique needs of the student populations each institution serves and to address the specific challenges and opportunities that exist for our respective constituent populations along the 'cradle to career' trajectory. To that end, **Growing Inland Achievement** (GIA) is the organizational structure that facilitates coordination across the hundreds of organizations in the Inland Empire in order to fully realize the collective impact to achieve our educational and economic goals. Starting with the \$5 million Innovation in Higher Education Award granted to CSU San Bernardino and UC Riverside, GIA incentivizes work that creates a well-educated workforce, thriving communities and vibrant economy that create prosperity for all. The goals outlined below are integral to the mission of each institution, and have driven the innovations described herein.

- Align educational policy and initiatives regionally via a bi-county cradle-to-career collective impact model.
- Increase college preparedness, particularly in math, resulting in a 20% reduction in number of students requiring remediation at matriculation from high school to college within 5 years.
- Increase certificates, associates and baccalaureate degree that lead to local job attainment by 15% across the two counties within 5 years.
- Increase the number of students completing the associate and baccalaureate degree within 6 years by 10% across the two counties within 5 years.
- Improve career preparedness through strengthened partnership with industry to better align education with workforce development needs.

Growing Inland Achievement is the first a collective impact structure of this magnitude in the U.S., encompassing 27,000 square miles, a population of 4.5 million people, 56 school districts, 12 community colleges and 2 public 4-year universities been undertaken. The transformational power of the GIA initiative is to recognize and facilitate the exploration of replication of innovative and effective programs through incentive funding. One such program is the Chaffey College Online to College (OTC) program, which is a partnership between Chaffey College, Ontario-Montclair School District, Chaffey Joint Union High School District, City of Montclair, and the Montclair Community Collaborative. Founded in 1998, it was one of the first comprehensive programs of its kind and continues to be unique due to the financial commitment from the local Montclair city government. The program and scholarship is available to all students regardless of socioeconomic status, residency status, or academics. The Online to College Scholarship promises to fund every graduating Montclair High School student's education at Chaffey College through a two-year scholarship, which also includes textbooks, parking, and related student fees. On average, the Chaffey College Foundation funds students for fees and books totaling about \$500 each, per semester. In addition, Chaffey College administrators, staff, and students implement the program curriculum which includes classroom presentations for elementary, middle and high school students, parent workshops, college fairs, assistance with financial aid forms and the Chaffey

College matriculation. Students in the 5th grade classes participate in a daylong field trip to Chaffey College meeting with college faculty, staff, and students. Chaffey has also implemented a dedicated counselor to OTC participants to work directly with the students during their senior year and the summer prior to entering Chaffey.

Since the first class attended Chaffey College in 2006, the program has seen a 61% increase of students accepting the promise. Data show that OTC students are twice as likely to enroll in college as non-OTC graduates of Montclair High School. In addition, students were significantly more likely to persist from their first academic year to their second as well as preliminary data suggests that OTC students are more likely to earn a degree or certificate at Chaffey College and transfer to a four-year institution. Building upon this success, the new Panther Promise program will include all 26 feeder high schools across the district's seven city service area, impacting an estimated 11,247 students. Students will be introduced to college opportunities, including four year degrees, two-year degrees, and certificate programs for job and career attainment beginning in the sixth grade at area middle schools. The college has committed staffing resources in the areas of Outreach, Admissions and Records, Financial Aid, Counseling, and the Transfer Center to assist with moving students from high school to the college. The four-year partners will engage the students while in high school and at Chaffey College, ensuring the seamless transition from high school or community college. The primary goals of the Panther Promise Program are to increase college affordability, enrollment and completion rates of residents living in the service area.

To complement the promise, Chaffey College utilizes technology in an innovative way to engage students in a manner in which they frequently access through the utilization of a smart phone app. Grad Guru is an interactive communication app that provides information, resources and educational benchmarks to assist students on their pathway to academic success at Chaffey College and engaging in activities such as the completion of the Federal Application for Student Financial aid, attendance at college orientation, completion of their education plan or meeting their professors in their offices as well as the maintenance of a specific grade point average - all exercises proven to contribute to student success. Chaffey College is one of 13 Community Colleges among the 113 California Community Colleges to utilize this innovative technology to engage students. In addition, the Chaffey College Foundation implemented Award Spring, a new on-line scholarship application system in the fall of 2016, with the goal of increasing student access to resources supporting their success at Chaffey. In prior years, only savvy students who sought out additional funds or had the time to learn to navigate the college system, locate the source of scholarships and proceed to complete and turn in their paper forms completed the process. The new system is extremely effective and the Foundation received five times the average number of applications instead of the anticipated/predicted three times.

As a pilot project to move the needle on the college attainment goals of the GIA, the Panther Promise expands the proven successful and unique city-led and funded OTC program to address the goals of enrollment, affordability, and completion. As the coordination among business and educational institutions improves, the exploration of replication of successful projects to the wider Inland Empire region will continue in order to fully realize the collective impact to achieve our educational and economic goals.

3. How will you implement this innovation? (Two pages)

A. Implementation Outline: Based on the foundation set by the Online to College Program, the Panther Promise will scale up by beginning its work with 6th grade level students continuing through to their high school graduation. Chaffey College's commitment to the community is to engage students beginning in Fall 2017 regardless of external funding. External funding will determine the level of funding the promise can provide to students when they attend Chaffey College. Meetings with community partners, in particular local governments in the 7 cities encompassing the Chaffey Community College District, are ongoing to secure financial support for the promise. The goal is for the first class to enroll in Chaffey College with the Panther Promise in Fall 2018 with variable levels of support maximizing federal/state aid with supplemental financial scholarship support through the Panther Promise. Chaffey College currently enrolls 2,387 students from its 26 feeder high schools in four school districts including Chaffey Joint Union High School District, Chino Unified School District, Fontana Unified School District and Upland Unified School District. The goal of the Panther Promise is to provide a clear pathway from Chaffey College and transfer to the four-year college or university of a student's choice - current partners include University of California Riverside, California State University San Bernardino and California State Polytechnic University Pomona. It is anticipated that by scaling up the services offered to Online to College students from Montclair to the entirety of Chaffey's seven cities that there will be an increase of 10% of students enrolling at Chaffey College from its 26 feeder high schools over the next six years; with those students completing their coursework at Chaffey within 3 years (effectively reducing their time at Chaffey) and transferring to the four-year institution Panther Promise partner of their choice based on their educational pursuit.

B. Risk to Implementation: One risk is the remediation students may require to be assessed as college-ready in English and Math. Currently under Title V, students in high school may not take courses at a community college that do not advance their field of study. Thus, courses that are precollege level Math or English cannot be taken and so students still could require some additional coursework upon entering Chaffey College. To mitigate this risk and while simultaneously working toward a CA state policy change, multiple partners are developing a year-long fourth year high school math course to enable students who are college-bound to develop habits of mind that include flexibility, transferability, and critical reasoning. The unique contribution lies in the innovative pedagogical techniques being developed, and its alignment with Common Core State Standards and mathematical practices.

Another risk to implementation is access to college by groups historically underrepresented in higher education including minorities, low-income and first-generation students. By partnering with regional projects for financial aid education, including the Inland Empire California Cash for College Regional Coordinating Organization (CFC) helps students achieve their college aspirations through a three step process that informs, assists and rewards students and families throughout the region. To address the issue of awareness, CFC sponsors a number of events throughout the state, providing financial aid information, assistance with filling out the Free Application for Federal Student Aid (FAFSA) and Cal Grant GPA Verification form required for Cal Grants, scholarship opportunities to high school seniors in the region. We address the issue of access to college by informing students about financial aid and providing hands-on assistance through our regional workshops. The workshops assist students and parents in filling out and completing the FAFSA, thereby increasing the number of students who are eligible for need-based financial aid. The Inland Empire CFC targets first generation college goers and low income with historically low college

enrollment so they can access financial aid for education and career/technical training beyond high school. In 2016, CFC successfully held over 120 workshops throughout the region, assisted over 4,000 students and leveraged over \$20 million in federal and state financial aid for students. In addition through our scholarship fund we provided \$12,000 in scholarships to students in Riverside and San Bernardino counties.

	Timeline and Benchmarks
Spring 2017	 Coalesce and engage community stakeholders Streamline student engagement efforts with community stakeholders across the region Work toward state policy change of Title V to enable high school students to engage in dual enrollment and complete any necessary math and/or English remediation prior to enrollment at Chaffey College as a full or part-time college student Engage City and County stakeholders to garner financial support of the Panther Promise program to streamline college admission at Chaffey College and transfer student pathway Fundraising campaign engaging city and county commitments as well as community partners to fund fees and books – planning enables 1 year investment for allowable returns utilizing a conservative return at 4% Need to amass \$6 to 7 million in secured funding to invest and generate funds of \$300,000 annually to fund students with awards of \$400 - \$500 per semester Or conversely amass \$2.5 million in secured funds for investment with each city committed to funding students from their community at \$1,000 per student annually for a period of 10 years; enabling a growth period for
Fall 2017	 Information Campaign Commence on-site information programming beginning with 6th grade students through 12th grade students (introduced at all levels with anticipated first class of Panther Promise students as the 2017 seniors in Fall 2018) Together with 4-year institutions, promote program and pathway to students Target 3,000 students from the 26 high schools within Chaffey College's District to attend Chaffey College and complete appropriate applications, federal filings for financial support and support retention and completion efforts Coordinated efforts with community agencies to increase financial literacy among high school students and their parents, which leads to FAFSA/Dream Act completion (i.e. Inland Empire Economic Partnership – Cash for College) Focus on achieving 100% FAFSA/Dream Act Completion in order for 12th grade students to qualify to engage in the Panther Promise for Fall 2018
Spring 2018	 Senior Early Assessment at all 26 feeder high schools Junior Early Assessment at all 26 feeder high schools Enrollment of Fall 2018 Panther Promise students at Chaffey College Student plan completed for two-three years at Chaffey College Enrollment and course registration with encouragement to complete an ADT Identification of FAFSA/Dream Act Completion and BOG assignment
Summer 2018	 Scholarship assignment for Fall 2018 Identification of remaining financial need, support available and award assignment to students through the Chaffey College Foundation Office

4. Innovation Alignment (one page)

The innovative city-funded OTC program expansion to the Panther Promise fulfills the regional GIA goals to: (1) Align educational policy and initiatives regionally via development of a bi-county cradle-to-career collective impact model. (2) Increase college preparedness, particularly in math, resulting in a 20% reduction in number of students requiring remediation at matriculation from high school to college within 5 years. (3) Increase certificates, associates and baccalaureate degree that lead to local job attainment by 15% across the two counties within 5 years. (4) Increase the number of students completing the associate and baccalaureate degree within 6 years by 10% across the two counties within 5 years. (5) Improve career preparedness through strengthened partnership with industry to better align education with workforce development needs.

There are numerous initiatives currently being undertaken regionally with statewide support. This includes the <u>Linked Learning Hub of Excellence</u> funded with support from the James Irvine Foundation. The San Bernardino anchor organizations are the San Bernardino County Superintendent of Schools' Alliance for Education, California State University, San Bernardino and the Inland Empire Economic Partnership. The Hub is designed to accelerate the number of graduates from pathways that blend high school, college and career at a substantial and sustainable scale. Utilizing the Linked Learning approach to college and career readiness, five school districts are official partners in the Hub along with multiple public and private partner agencies that continue to scale across K-20 and the workforce system.

The Inland Empire Economic Partnership (IEEP) hosts the regional <u>Education Council</u> comprised of Chancellors and Presidents from all post-secondary institutions in the region and Riverside and San Bernardino County Superintendents of Schools, the Education Council provides the leadership and direction for education reform. The Council is co-chaired by President Morales (CSUSB) and Chancellor Wilcox (UCR). This Council is the convening forum through which the participating institutions collaborate and communicate the various innovative practices they develop for wider dissemination/adoption, and advocate for a regional system for educational excellence. The Council has adopted three initiatives: College Success and Career Readiness, STEM Education, and a regional Communication and Advocacy Network. In conjunction with members of the Education Council, a regional Asset Map was created containing more than 175 programs in existence within the two-county region in order to support best practices, reduce overlap and to promote our region to potential funders.

In addition, the Mathematical Reasoning with Connections (4th year math) was originally funded as a pilot project with the first Award for Innovation in Higher Education through the GIA. Now it is funded through a federal i3 grant and a State of CA's Math Readiness Challenge award. Math achievement is one of the most significant barriers to college completion faced by our students. Based upon 2015 Early Assessment Placement math exams, only 6% of Riverside and 7% of San Bernardino County students scored 'college prepared'. To address this educational crisis, the collaborative is developing a year-long fourth year high school math course to enable students who are college-bound to develop habits of mind that include flexibility, transferability, and critical reasoning. The unique contribution lies in the innovative pedagogical techniques being developed, and its alignment with Common Core State Standards and mathematical practices. The program will be piloted over two phases in 35 high schools with partners CSUSB, Cal Poly Pomona, CSU Long Beach, CSU San Jose, UC Riverside, both County School offices and Education Results Partnership.

5. How could this innovation be scaled up within the setting in which you work and replicated in other areas in California? (One page)

The extensive collaboration and support of the community is an essential part of the program design. The Chaffey College "Panther Promise" Program is collaboration between Chaffey College and the school districts within its service area. These cities include Chino, Chino Hills, Fontana, Montclair, Ontario, Rancho Cucamonga, and Upland. A total of nine K-12 school partners have also agreed to partner including: Chino Valley School District; Fontana Unified School District; Upland Unified School District; Ontario/Montclair School District; Chaffey Joint Union High School District; Cucamonga School District; Etiwanda School District; Central School District; and Alta Loma School District. California State University, San Bernardino and University of California, Riverside has also pledged support. Leadership from each of these organizations has also agreed to serve on the proposed Panther's Promise Advisory Committee. In addition, the proposed Panther's Promise Program will build upon and scale existing efforts of The Chaffey College Online to College Program as well as another community program called the Ontario Promise Scholars Program.

The Panther Promise will fully institutionalize the promise program with the Online to College program at Montclair High School to include all 26 feeder high schools across the district's seven city service area. To complete this Chaffey College has committed resources by way of staff and space to handle the increased students and families to be served. The college has initiated the search for a Director of Adult Education and High School Partnerships, whose responsibility it will be to oversee the program. In addition to classified staff assigned to the director, the college has committed staffing resources in the areas of Outreach, Admissions and Records, Financial Aid, Counseling, and the Transfer Center to assist with moving students from high school to the college. Additionally, partnerships have been secured with three local, four-year public universities: California State University San Bernardino, California Polytechnic University Pomona, and University of California Riverside. The four-year partners will engage the students while in High school and at Chaffey College, ensuring the seamless transition from high school or community college.

The increase in the completion of degrees and credentials can be scaled statewide by replicating the coordinated communication and marketing efforts to increase student, counselor and faculty awareness of transfer degree options to help promote AA-T/AS-T/industry certifications and CCC Transfer Entitlement Cal Grant (CCCTECG) Program. The intension is to increase the number of first time college students who identify a program of study on their education plan which leads to a AA-T/AS-T/degrees and/or industry certification and an increase in faculty and staff who engage in academic advising and who fully understand existing AA-T/AS-T/industry certification pathways and CCCTECG Program. In addition, the increased use of technology to help identify and communicate which students are interested in obtaining a AA-T/AS-T and/or industry certification, which creates a standardized degree verification process that would allow partnering secondary/postsecondary systems to know which students are intending to earn a AA-T/AS-T/ and/or industry certification. Additionally, the continued push to change the CSU/UC region and statewide policies for granting priority course registration to promise students following AA-T/AS-T pathways will lead to an increased completion of the AA-T/AS-T and in turn an increase in the rate of baccalaureate degrees. A measurable increase in transfer rates to the CSU/UC systems will occur by expanding existing transfer planning/support through student exposure and understanding of four-year CSU/UC transfer options and opportunities as well as faculty advising opportunities.

6. What evidence suggests that this innovation would be effective in addressing the problem identified in your response to Item 1 and implemented successfully? (One page)

There are similar college access programs across the nation, but few start as early, have been in operation as long, were founded and financially supported by local government, or make the ongoing commitment to cover tuition for two years for every new cohort of 5th grade students. Chaffey College's Office of Institutional Research has conducted rigorous evaluations of OTC which show evidence of statistically significant improvements in high school daily attendance, GPA, CAHSEE and CST scores, college going rates, and once at Chaffey participants are earning a grade on record and persisting semester to semester at a statistically significant higher rate than non-OTC students. In addition, approximately 54% of OTC students enroll at a California college/university immediately following high school graduation, compared to 38% of non-OTC students. Recent surveys of OTC K-8 teachers, parents, and students found: approximately 88% of students felt they were more enthusiastic about school; over 80% of teachers feel students set new or higher educational goals; and over 92% of all respondents (teachers, parents/guardians, students) believe OTC students are more likely to attend college.

With the primary goals of the Panther Promise program to increase college affordability, enrollment and completion rates of residents living in the service area, the evidence outlined above shows that this program is effective in providing the services students need to be successful in higher education. Chaffey also provides institutional student support services. Guiding Panthers to Success (GPS) - provide students with a welcoming environment and easy access to critical information regarding graduation, available programs, registration, transferring, general education requirements, financial aid, and scholarships. Financial Aid - consists of Federal and State grants, and other financial aid programs that assist students with their educational costs. The Financial Aid Office provides support with the various Federal and State programs and scholarships that will assist students as they transfer. Additionally, Chaffey provides students with financial literacy information that will teach them how to estimate their costs of attending college, creating budgets and money management. Book Store Rental Program - In the 2015-16 academic year, 35.7% of the sections offered at Chaffey College in the primary terms made rental textbooks available to students. The Chaffey Bookstore Rental Program has saved students approximately \$787,000 over the past twelve months with an average saving of 53% per textbook. Further, ASCC sponsors the TI84 calculator rentals with an average savings of 60% of the purchase price, which translates to an additional savings of approximately \$6100; and Scholarships and Book Grants - The Student Activities Office offers services and learning experiences open to all Chaffey students. Sponsoring activities such as scholarships and book grants directly improve the lives of students and enable them to maximize their educational opportunities while at the College. In particular, the Emergency Book Grant Program has recently grown in popularity. While approximately 500 - 1,000 students historically applied for an emergency book grant each semester (a \$100 award conferred to randomly selected applicants), in the Fall 2016 semester, 4,747 students submitted an application. On average the college provides more than \$100,000 in scholarships and book grants per year.

7. What information will you use to assess the success of this innovation? (One page) One fundamental tenant undergirding the collective impact model we have developed is the value of data-driven decision making. Rigorous assessment is built into virtually every innovation that we have discussed in this proposal. We also have enhancement of data sharing and data analytic systems regionally as a priority for our work going forward. The GIA Data Committee is comprised of top Institutional Researchers from many of our partner institutions. Their charge is to: examine options for data tracking as students move from kindergarten to college to employment; agree on clear definitions and common measurement for student outcomes; gather data from regional institutions; and report findings (e.g., remediation, special programs, transfers, graduation, dropout, career) describing students' educational movement across the region and finally employment. Ultimately, the long-term goal is to establish a methodology and/or data tracking system with common metrics for all students throughout the Cradle to Career pipeline within the Inland Empire. Our institutions, and our region, cannot afford to waste our resources on programmatic practices that are not effective. We value data, and the use of that data to inform practice. Data collected as part of this on-going initiative will be analyzed carefully and used to guide our on-going efforts and decision making about future investments.

Key Strategies for Ev	raluation of the Regional GIA
Goals	Measures
Align educational policy and initiatives regionally via a bi-county cradle-to-career collective impact model.	Documentation of meetings, MOU's, new collaborations, etc. Survey/interview with stakeholders about alignment
Increase college preparedness, particularly in math, resulting in a 20% reduction in number of students requiring remediation at matriculation from high school to college within 5 years.	Placement test scores (EAP, ELM, etc.) Number of students completing A-G requirements & % UC/CSU eligible Course taking and performance in college/university
Increase certificates, associates and baccalaureate degree that lead to local job attainment by 15% across the two counties within 5 years.	Individual institutional graduation records State of CA/county graduation records
Increase the number of students completing the associate and baccalaureate degree within 6 years by 10% across the two counties within 5 years.	 Institutional time-to-degree records System (CSU/UC/CC) reporting on time-to-degree
Improve career preparedness through strengthened partnership with industry to better align education with workforce development needs.	 Survey/interview with industry stakeholders about alignment and quality of new graduates/ employees Number of internships New business formation by alum

	Key Strategies for Evaluating the Progress of the Panther Promise Program	
Strategy	Measures	
Student Data Collection	 Determine database sharing capabilities/needs of feeder high schools Secure data sharing agreements with all participating secondary/post-secondary partners Coordinate district-wide streamlined system to identify and track students Middle school through college (develop/adopt unique student IDs) 	
Project Evaluation	 Compile baseline student data from all feeder high schools (e.g., GPAs, course enrollments/completions; attendance; transfer rates; access to financial aid, etc.). Compile follow-up student data from partner postsecondary schools (e.g., GPAs, course enrollments/completions; attendance; access to financial aid, etc.). 	
Sustainability Efforts	 Convene district leadership to discuss/strategize leveraging of current and future funds Develop fundraising campaign Secure community/industry partner support & donations 	

8. What resources or commitments. or both, do you currently have to support this innovation, and how will implementation of this innovation be sustainable over the long-term? (One Page)

The Growing Inland Achievement initiative has committed resources in the form of \$5 million from the previous Innovation in Higher Education Award; \$400,000 from the College Futures Foundation that has supported the project development at the economic organizations with a pending application for an additional award; \$50,000 from the James Irvine Foundation for start-up costs at CSUSB; and match commitments from all entities involved for space, staff time, and resources to continue to develop and invest in programming such as the Panther Promise.

In order to scale up the Online to College Program to become the Panther Promise and serve 3,000 incoming students annually, it will be necessary to achieve a \$6 million endowment with the goal of funding each student with a \$400 to \$500 scholarship per semester through the use of solely endowment earnings – enabling a perpetual scholarship funding source. Should the Growing Inland Achievement board agree to grant a portion of the State of California Awards for Innovation in Higher Education to the Chaffey College Foundation, they will be invested to augment the endowment and move towards the goal of achieving program sustainability. In addition, the Foundation will work with Chaffey College leadership, the seven cities served by the District and local business to garner additional scholarship support annually.

The plan calls for raising endowment funds over a six to ten year period with secured annual funding for the ten-year period to enable endowed funds the opportunity and time for growth. The Vice President for Student Services' goal includes engaging each city to pledge \$1,000 per student from their city attending Chaffey College. This will provide the necessary annual support and enable the time needed to grow the endowment fund. The Chaffey College Foundation was established in 1987 through the vision and dedication of members of the college community. The Foundation raises community support of student scholarships, program and facility enhancements – both for direct Chaffey College programs and affiliated programs. The Foundation is a 501(c) (3) non-profit organization with a \$3.1-million-dollar annual budget, supported by a board of dedicated community leaders who volunteer their time. The Foundation is an interdependent auxiliary of Chaffey College, a two-year community college, established in 1883, with a \$105 million dollar budget serving seven cities in the Inland Empire region with three campuses, located in Rancho Cucamonga, Chino and Fontana.

Annually the Foundation facilitates the awarding of up to 1,000 scholarships. Since 2002 over \$5,362,712.16 in scholarships have been facilitated by the Foundation for Chaffey College students. This has only been possible through the major support received from donors in our community. Over 62% of Chaffey College students qualify and need financial aid to complete their course of study. Towards this end, the Foundation has established as a priority to increase endowed scholarship funds and engage in prudent investment practices to grow these funds, raise additional endowed funds and enable annual awards through earnings. In Fall 2016, the Chaffey College Foundation Board of Advisors approved the engagement of Gould Asset Management of Claremont, California to invest the Foundation's permanently restricted accounts. To date, Gould Asset Management is charged with the investment and long-term growth of its endowment funds totaling \$1.29 million dollars. The firm has also created strategic short-term investment strategies to address the growth of the Foundation's restricted funds totaling \$341,000 and increase the availability of immediate funds.